

# Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Troy ISD	014-910		
Vendor ID #	ESC Region #		
74-6002415	12		
Mailing address	City	State	ZIP Code
PO Box 409	Troy	Texas	76579

### Primary Contact

First name	M.I.	Last name	Title
Heather	A	Ward	District Instructional Technology Coach
Telephone #	Email address		FAX #
254-938-7886	Heather.Ward@TroyISD.org		254-938-7323

### Secondary Contact

First name	M.I.	Last name	Title
Darrell		Becker	Assistant Superintendent of Curriculum & Accountability
Telephone #	Email address		FAX #
254-938-7887	Darrell.Becker@TroyISD.org		254-938-7323

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Neil		Jeter	Superintendent
Telephone #	Email address		FAX #
254-938-2595	Neil.Jeter@TroyISD.org		254-938-7323

Signature (blue ink preferred)

Date signed



2-2-18

*Only the legally responsible party may sign this application.*

RFA #701-18-103; SAS #274-18  
2018–2019 Technology Lending

701-18-103-131

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2018-017320

**Schedule #1—General Information**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Raymond Mays Middle School  
Troy High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

**Welcome to Troy, Texas**

Troy ISD is a medium-sized district in Central Texas enrolling 1,525 students as of fall 2017. The community of Troy, Texas, is situated on Interstate 35 bordering Temple to the south, and just 20 minutes from Waco to the north. Troy ISD has experienced substantial growth over the last five years, with a growth rate of just over 11%, making Troy the 10<sup>th</sup> fastest growing district in Education Service Center Region 12's 87 school districts and charter schools. A recent demographic study completed by the district suggests that as construction of I-35 inches toward completion by the fall of 2018, housing starts are expected to increase, and the district's growth rate will accelerate.

**Technology Access: Current Reality**

Troy ISD has a large subset of students who cannot access digital materials after school hours. There are two reasons contributing to this issue: no devices at home and no Internet access at home. Every student at the secondary level needs access to resources after hours that are provided digitally by the district, but the district is unable to financially fulfill this need. Troy ISD has, when funds are available, made significant investments in technology infrastructure and student computing devices. Instructional Materials Allotments funds have been maximized to increase the quantity of devices available to students in the classroom.

Troy ISD has previously purchased Chromebooks and carts for use in classrooms across the district. Existing equipment provides Chromebook access at approximately a 2:1 ratio during the school day, but no district-provided access after hours. IMA funds for the purchase of technology have been expended. While our goal is to provide 1:1 access for students and at-home wireless access, our present district funds do not allow for any sort of technology lending program.

**How Will Technology Lending Help Our Students?**

The technology lending program will advance the mission of Troy ISD in a very specific way. Students need 21<sup>st</sup> Century tools for learning. If students are to be empowered to maximize their success in a technology-rich world, they must learn in a technology-rich environment at school and at home. The mission statement also speaks of safe, positive, and enjoyable learning experiences. The program addresses this as well by allowing teachers to plan engaging lessons that require students to use their technology tools to collaborate and solve real-world problems. We anticipate providing rigorous professional development for teachers in the design of lessons that will give students opportunities to learn in ways not possible without the technology. We do not want to simply automate the classroom.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 0149-10

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**How Will Eligible Students Be Selected?**

Students who receive devices and/or wireless hotspots will be prioritized based on socioeconomic status and availability of wireless access at home, with students who have the greatest need receiving devices first. Students with the greatest need will be those who need both a device and access. Next, students who need wireless hotspots only will be provided with equipment. The plan is also include a subset of students who do not qualify by socioeconomic status but do not have access due to the physical location of their home. Because Troy ISD includes many square miles of rural area, a large number of students are not served by typical Internet Service Providers, with broadband Internet access being cost prohibitive. Equipment will be purchased during the summer of 2018 for use during the 2018-2019 school year.

This grant project will provide the funds to move beyond the classroom to provide support for students who do not have devices or Internet access at home. The plan includes the provision of state-of-the-art technology, infrastructure, training, support, and integration empowering all learners to be technologically proficient. Further, district goals include hiring and growing highly qualified, motivated, innovative staff who utilize a variety of teaching styles, technology, and assessment tools to maximize student achievement. The technology lending program will allow us to fulfill our campus and district goals.

**How Will We Evaluate Effectiveness of the Project?**

The grant manager will collect all data elements required by the grant program guidelines. All required reports will be submitted. In addition, data will be analyzed to determine how best to sustain the project after the conclusion of the grant period.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 014-910			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$49,988	\$0	\$49,988
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$49,988	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$49,988</b>	<b>\$0</b>	<b>\$49,988</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					N/A
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					N/A
This is the maximum amount allowable for administrative costs, including indirect costs:					N/A

**\*\*Troy ISD will not claim administrative costs for this grant program.**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 014-910		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 014-910		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$49,988
<b>Grand total:</b>		<b>\$49,988</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 014-910		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 014-910			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	373	28%	
Limited English proficient (LEP)	13	1.7%	
Disciplinary placements	6	0.01%	
Attendance rate	NA	95.9%	
Annual dropout rate (Gr 9-12)	NA	0.0%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	120	122	112	118	111	114	80	777

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Troy ISD has established needs assessment protocols that are used annually to inform campus and district planning processes. Data are collected using quantitative and qualitative data collection tools. Data are analyzed through Campus Improvement Committees and the District Educational Improvement Committee. Data used to identify and prioritize needs for this proposed project were the Brightbytes survey data, district socioeconomic status information, and anecdotal evidence the District Instructional Technology Coach has collected from classroom observations and collaboration with both students and teachers on the identified campuses.

Needs were prioritized according to the direct impact on student achievement. The identified campuses targeted by this project are Troy ISD's secondary campuses – **Raymond Mays Middle School and Troy High School**. The data identified these campuses as having the greatest need as they have more access to digital materials and students on these campuses receive the majority of assignments that require Internet access at home. These campuses also have a greater repository of online resources for use outside of regular school hours.

It is important to note a unique finding from the data. Many families within the boundaries of Troy ISD may be able to afford low-cost devices, such as a small tablet computer or basic laptop; however, the district is situated in a rural area not readily served by Internet Service Providers. Students living outside the immediate Troy city limits have very few options for broadband access. Satellite Internet Service Providers do serve the area, but their service is less reliable than cable Internet providers, and the cost is, by comparison, typically three times more expensive, require a two-year contract, and the plans do not provide unlimited data. Therefore, we anticipate providing wireless access for some families who will choose to provide their own devices once the barrier to affordable access has been removed.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	BrightBytes Clarity data shows a need for Internet access at home for qualifying low SES students and students who live in areas where Internet access is poor, not available or too expensive.	The grant program would address this need because funding would allow the district to provide Internet access for the groups identified through wireless hotspots.
2.	Brightbytes Clarity data shows a need for devices for use at home for qualifying low SES students.	The grant program would address this need because funding allow the district to provide devices for this group of students.
3.	Teachers and students have expressed frustration with the inability for students to do homework and study for assessments online outside of regular school hours to include digital Reference Materials at home(teacher notes, videos, reference materials).	The grant program funding would address this need because students would have access to these resources through grant-provided wireless hotspots and devices
4.	Ability to keep up with class work when a student is sick, out for extracurricular activities, etc.	The grant program funding would address this need because students would have access to these resources through grant-provided wireless hotspots and devices.
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Instructional Tech Coach	Experience with technology integration to enhance: curriculum, instruction, assessment, and student engagement. Strong knowledge of Google Suite. Certified teacher.
2.	Director of Tech Services	Technical expertise in network infrastructure and device management and security. Knowledge of the Technology Plan development process.
3.	Assistant Superintendent	Knowledge and experience with state and local policy. Able to coordinate and communicate the purpose of the grant and how students will use the technology to support learning.
4.	Director of Business Ops	Knowledge of required school business accounting practices and procedures, specifically with regard to the management of grant funds and their reporting requirements.
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	<b>Planning –</b> Develop processes and procedures for effective program implementation.	1. Establish Grant Management Team	05/01/2018	06/01/2018
		2. Draft and/or Revise Responsible Use Docs	05/01/2018	06/01/2018
		3. Establish eligibility criteria and family cost	05/01/2018	09/30/2018
		4. Prepare and send communication to families	05/01/2018	07/31/2018
		5. Plan and communicate required parent training	05/01/2018	07/31/2018
2.	<b>Preparation –</b> Acquire equipment and make ready for distribution.	1. Purchase equipment	06/01/2018	07/31/2018
		2. Design Check-in/Check-out process	06/01/2018	07/31/2018
		3. Conduct connectivity test across the district	06/01/2018	07/31/2018
		4. Select an insurance provider	XX/XX/XXXX	XX/XX/XXXX
		5. Prepare commitment packets for parents	06/01/2018	07/31/2018
3.	<b>Execution –</b> Distribute devices to students and families.	1. Hold required training sessions	08/01/2018	09/30/2018
		2. Distribute devices to eligible families	08/01/2018	09/30/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	<b>Monitoring –</b> Ensure devices are being used for educational purposes.	1. Monitor appropriate educational use	08/01/2018	08/31/2019
		2. Provide maintenance and technical support	08/01/2018	08/31/2019
		3. Assist families with insurance claims, if needed	08/01/2018	08/31/2019
		4. Provide ongoing communication of expectations	08/01/2018	08/31/2019
		5. Establish a plan and timeline for collecting devices	08/01/2018	08/31/2019
5.	<b>Evaluation –</b> Measure the effectiveness of the program on students.	1. Develop a plan for collecting required evaluation data	06/01/2018	09/30/2018
		2. Report evaluation results as required	06/06/2019	08/31/2019
		3. Develop possible sustainability plan	02/01/2019	08/31/2019
		4. Analyze grant and BrightBytes data for insights	02/01/2019	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 014-910	Amendment # (for amendments only):
<p><b>Part 3: Feedback and Continuous Improvement.</b> Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Troy ISD uses a Grant Management Team as the hub for monitoring attainment of goals and for grant-related information and communications. This team, which will be led by the District Instructional Technology Coach, will be comprised of campus and district personnel. The Grant Management Team will collect data, monitor grant objectives, and receive progress reports both on the goals and objectives of the project as well as the fiscal aspect of the grant, ensuring spending is occurring on allowable activities and according to the approved grant application. The focus of Grant Management Team meetings will be on coordination of grant activities, communication of progress, obstacles to progress and strategies for overcoming them.</p> <p>To facilitate communication with students and parents who have checked out devices, a webpage devoted to the project will be created, including occasional blog posts with tips for caring for the equipment and expectations for how it is used. Parents will also have access to a FAQ documents and contact information for the Instructional Technology Coach.</p>	
<p><b>Part 4: Sustainability and Commitment.</b> Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>There are no ongoing, existing efforts occurring in the district related to this planned project. Clearly there is a need, and existing funds are insufficient to meet that need. However, Troy ISD has, when funds are available, made significant investments in technology infrastructure and student computing devices. Instructional Materials Allotments funds have been maximized to increase the quantity of devices available to students in the classroom. This grant project will provide the funds to move beyond the classroom to provide support for students who do not have devices or Internet access at home. With the seed money the grant provides, maintenance of the lending program is expected to be possible with a more modest allocation of IMA or other local funds because the initial investment in equipment will already have been made. An annual refresh schedule will be created such that all the devices will not need to be replaced at once, thus creating an cycle of refreshing the equipment.</p>	

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative Data Collection	1.	Number and percent of students who checked out a device by grade level
		2.	Number and percent of eligible low SES students participating
		3.	Number and percent of eligible low SES students receiving access devices
2.	Quantitative Data Collection	1.	Ratio of technology devices lent to students needing devices by campus
		2.	Number and names of courses using digital materials as part of program
		3.	Titles of digital instructional materials used as part of program
3.	Quantitative Data Collection	1.	Number and percent of teachers who leveraged digital materials
		2.	Number of online courses taken by participating students due to program
		3.	Number and percent of students proficient on Technology TEKS: Beg./End
4.	Quantitative Data Collection	1.	Number and percent of participating students who showed increased attend
		2.	Number and percent of students with increased achievement year-to-year
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**\*\*Important note.** Troy ISD agrees to collect data and report on all mandatory performance measures as listed on page 15 of 18 of the 2017-2018 Technology Lending Grant Program Guidelines. The project evaluation items listed above reflect all mandatory performance measures. We are committed to robust program evaluation and ongoing data collection and analysis toward continuous improvement.

The evaluation method for this project is clear and straightforward: collect data and carefully analyze it, making adjustments as needed. Key quantitative data will be collected and monitored by the Grant Management Team. The District Instructional Technology Coach will be responsible for ensuring all the data are collected and then communicated in a simple, easy-to-understand format. The District Instructional Technology Coach will be responsible, from the outset of the grant project, for establishing data collection mechanisms and keeping them current. She will then report the data—that listed above plus other data points as identified in the Program Guidelines—to the Grant Management Team. Problems are inevitable, and they will be brought to the attention of the team. The Grant Management Team will identify strategies for correcting problems and challenges. Because we will have one individual in charge of monitoring the grant, responsibilities for project outcomes are clear.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 014-910	Amendment # (for amendments only):
<b>Statutory Requirement 1:</b> Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Troy ISD has previously used Instructional Materials Allotment (IMA) funds and local funds for the purchase of Chromebooks and carts for use in classrooms across the district. Existing equipment provides Chromebook access at approximately a 2:1 ratio during the school day, but no district-provided access after hours. IMA funds for the purchase of technology have been expended as the district has had to refocus these funds into a large number of instructional materials adoptions and existing annual subscription costs. While our goal is to provide 1:1 access for students and at-home wireless access, our present district funds do not allow for any sort of technology lending program.</p>	

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Troy ISD's mission:**

Our district, as the educational center for excellence, provides the foundation for a safe, positive and enjoyable learning experience. In partnership with the community, Troy ISD models exemplary practices to empower our students to maximize their potential for success.

The technology lending program will advance the mission of Troy ISD in a very specific way. Students need 21<sup>st</sup> Century tools for learning. If students are to be empowered to maximize their success in a technology-rich world, they must learn in a technology-rich environment at school and at home. The mission statement also speaks of safe, positive, and enjoyable learning experiences. The program addresses this as well by allowing teachers to plan engaging lessons that require students to use their technology tools to collaborate and solve real-world problems. We anticipate providing rigorous professional development for teachers in the design of lessons that will give students opportunities to learn in ways not possible without the technology. We do not want to simply automate the classroom. The technology lending program also aligns with our District Technology Plan

Specifically, the plan includes the provision of state-of-the-art technology, infrastructure, training, support, and integration empowering all learners to be technologically proficient. Further, district goals include hiring and growing highly qualified, motivated, innovative staff who utilize a variety of teaching styles, technology, and assessment tools to maximize student achievement. The technology lending program will allow us to fulfill our campus and district goals.

Finally, a goal of the district is to seek appropriated funding through all available resources to provide quality facilities, technology, and personnel to educate all students. The technology lending program aligns with this district goal.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Eligibility Criteria and Plan for Student Selection:**

Clear and transparent eligibility criteria will be communicated to parents of students at the participating campuses. It is important for all to understand what equipment is available for check-out and who is eligible to receive it. Grant funds will be maximized to provide as many units as possible so as to serve as many families as possible. The availability of low cost or no cost resources such as technology devices will generate swift demand from students and parents. It is our commitment to think through the eligibility criteria so that resources are distributed to those with the greatest need first, and then, if inventory allows, to move to the next tier of eligibility criteria until all devices have been loaned.

Specifically, students who receive devices and/or wireless hotspots will be prioritized based on socioeconomic status and availability of wireless access at home, with students who have the greatest need receiving devices first. Students with the greatest need will be those who need both a device and access. Next, students who need wireless hotspots only will be provided with equipment. The plan is also include a subset of students who do not qualify by socioeconomic status but do not have access due to the physical location of their home. Because Troy ISD includes many square miles of rural area, a large number of students are not served by typical Internet Service Providers. As discussed in the needs assessment (Schedule 13), for many living outside the City of Troy, broadband Internet access is cost prohibitive. Equipment will be purchased during the summer of 2018 for use during the 2018-2019 school year.

We do not anticipate providing WiFi connectivity on buses as no routes meet the one-hour single ride threshold.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Troy ISD continues to move toward multiple learning formats, including online course delivery, blended learning, and technology-enhanced classrooms where all students have devices. At the secondary campuses, students are using available technology during the school day to deepen and differentiate content-area skills. Blended learning allows district teachers at the secondary level to work with smaller groups while ensuring that all students in the classroom are receiving rich learning experiences. Presently, district practice does not allow homework to be assigned that requires at-home access. While not policy, the district has instructed teachers that they may not assign homework that requires access without making time available to complete the work on campus before, during, or after school in the teacher's classroom. **The lending program will allow for home access to both homework and resource repositories that are stored electronically.**

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Blended Learning using adopted district technology resources is occurring in foundation curriculum subject areas at both secondary campuses. At the middle school, science teachers are using curriculum in Schoology and Google Classroom in a Blended Learning Station Rotation model. In math and reading classrooms, students are using Google Classroom to access resources, past lesson videos, and receive and turn in homework. In the Computer Technology classrooms, students are accessing Google Applied Skills lessons through Google Classroom.

At the high school, students are accessing foundation curriculum using digital instructional materials across the campus. Teachers across campus are utilizing Google Classroom to participate in rich class discussions, provide content-area materials to students, and streamline class work. Specifically, digital instructional materials are being used extensively in Spanish language arts, English III, and in both social studies and science classrooms. Spanish, social studies, and science are all recent instructional materials adoptions, so the resources are current and are heavily reliant on Internet access to see lesson components such as videos, interactive games, writing exercises, and of course, the digital version of the textbook.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Technical Support**

Troy ISD is well-prepared to support students through the Technology Lending Grant. We have personnel in place who are experienced in managing all aspects of the grant – including the District Instructional Technology Coach, Director of Technology Services, and Assistant Superintendent. Infrastructure at participating campuses is adequate to handle the existing Chromebooks that stay on-site (approximately 700) and allow for continued expansion due to population growth. The District Instructional Technology Coach, along with the Director of Technology Services, will manage the technical support of all devices supported by the Technology Lending Grant. Daily oversight of the devices will be provided by the District Instructional Technology Coach.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014-910

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Project Administration: Logistical Considerations**

At the participating campuses, the grant will be administered by the Instructional Technology Coach who will oversee the daily operations for the duration. Parents and students will be required to attend training and sign a contract prior to access to grant-funded devices. In addition, students/families will be required to place a small deposit on the equipment they receive as part of the grant. We do not anticipate competing need; however, we will plan ahead and have tiers of eligibility criteria in place ahead of time so that materials are distributed fairly, equitably, and transparently.

Technology lending equipment will be checked by the district's Instructional Technology Coach at the end of each marking period, with Technology Department maintenance provided as necessary. Between marking periods, the District Instructional Technology Coach will be the primary contact for technology needs. Each occurrence will be logged into a Google form and appropriate steps will be taken to service the device according to a developed flowchart (this may include Technology Department support, an insurance claim, or a fix by the Instructional Technology Coach). Frequent maintenance of the technology lending equipment will ensure its use an extended period of time. Students will also have extended accountability to keep their equipment in good working order with the promise of regular review by the District Instructional Technology Coach.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Proper Accounting of Equipment**

The Director of Technology will label each device and log it into the district's inventory control system. Devices will be associated with each student upon checkout. Using the management system purchased with each device, appropriate use of the device can be monitored. Students using devices for non-educational purposes will be reminded of the purpose of the technology and district expectations. Continued misuse will result in a revocation of the lending agreement.

In addition to our district Acceptable Use Agreement, we will account for technology lending equipment through contracts with the family of students who receive the technology. Before a contract is signed, qualifying parents and students will be required to attend a family training/meeting. During this training, we will outline acceptable use of all equipment as well as the importance of limiting screen time with students. After successful completion of the training, we will require a small deposit from the family to help ensure that students and families understand the importance of proper care for the equipment. The deposit amount will be no more than half of the cost of insurance for the devices for a three-year period.

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